**Grades 6-12 ELA Lesson Plan**

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade/Course:** \_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Unit Title:** This is My Story Part II | | **Corresponding Unit Task:** Performance Task 3; Day 4 |
| **Unit EQ(s):** | How do different authors portray the same historical events or time periods in different ways?  How do different authors writing about the same topic shape their presentations of topics?  Why is it important to study historical events from a variety of perspectives? | |
| **Essential Vocabulary** | Comparison, contrast, prompt, similarities, differences, block method, point-by-point method, transitional expressions, | |
| **Materials/Resources** | Revised first draft | |
| **Bell Ringer/Activator** | What do you think your essay’s strength is? Write it on a sticky note to put on your final copy. | |
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| **Balanced Literacy Components Addressed:**   * Reading * Writing * Word Study * Speaking & Listening   **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Common Core State Standards:**  **RL 7.9;** **RI.7.9;** **W.7.2 A-F;** **SL.7.2; L.7.6**  **I Can Statements:**  I can compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.  I can analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  I can write informative explanatory texts to examine a topic and convey ideas through analysis of relevant content.  I can analyze the main ideas and supporting details presented in a biography, poem and a video, and explain how the ideas clarify a topic.    I can use accurately grade-appropriate general academic and domain-specific words and phrases.  **Instructional Plan:**   * Teacher models and discusses appropriate format and form for students’ final draft. * Students use their revised draft to appropriate produce a final draft of their comparison and contrast essay. | |
| **Closing/Summarizing Strategy** | TOD: Describe your essay in one word. | |

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| **Differentiation Strategies** | **Extension** | **Intervention** | **Language Development** |
|  | Students get extended time to write.  Students are able to write essay in chunks, then cut and paste it in order on a piece of paper. | Students get extended time.  Students are able to write with a dictionary/grammar guide.  Students are able to write essay in chunks, then cut and paste it in order on a piece of paper. |
| **Assessment(s)** |  | | |
| **Reflection** |  | | |